

Figure 3 PRELIMINARY Classification of Action Options-Region 3 Virtual

Triggering Question: "What are action options for your region, which, if adopted and implemented, will overcome barriers and help us create a sustainable model of assistive technology to support students in accessing and progressing in the general education curriculum?"

Cluster 1: UNIVERSITIES	Cluster 2: EDUCATIONAL MATERIALS	Cluster 3: GEN ED INVOLVEMENT
1: TEACHER PREP	2: COPYRIGHT	32: PROFESSIONAL DEVELOPMENT TEAMS
42: DEVELOP MODEL OF TRAINING/INSTRUCTION FOR AT/UDL FOR LOCAL UNIVERSITY PROGRAMS	28: EDUCATIONAL MATERIALS	45: BUILDING LEVEL BUY IN
	29: MATERIALS PURCHASING	50: AWARENESS ASSISTIVE TECHNOLOGY TRAINING FOR ALL EDUCATION STAFF
	30: UNIVERSAL DESIGN FOR LEARNING/ASSISTIVE TECH TOOLBOX	53: DEVELOP UDL BEST PRACTICE INITIATIVES AT THE BUILDING LEVEL
		63: GENERAL ED FRIENDLY TRAININGS
		64: NO MONEY GRANT OPPORTUNITIES FOR LOCALS
		66: ESTABLISH AN EFFECTIVE WAY OF GETTING ASSISTIVE TECH INFORMATION TO THE LOCALS
		67: IDENTIFY TEACHER LEADERS IN THE LOCALS

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Cluster 4: ONLINE COLLABORATION

4: WEBSITE/BLOG/WIKI

13: RESOURCES DIRECTORY

27: CREATE MORE WEB-BASE TRAINING TO BETTER TRAIN STAFF

36: USE WIKI AS A TRAINING TOOL

Cluster 5: ASSESSMENT

6: CREATION OF DATA FORMS/SAMPLES TO BETTER 'STANDARDIZE' DATA COLLECTION

16: DATA DECISION LIST

19: CLEAR EXPECTATIONS OF USE

38: ASSESSMENT/EVALUATION

47: IMPLEMENT PROCEDURES

61: CUSTOMIZE/STEAL SUCCESSFUL AT MODELS/EVALUATION INSTRUMENTS

Cluster 6: NEEDS

7: ESTABLISHING MINIMUM COMPETENCIES IN BASIC ASSISTIVE TECH KNOWLEDGE FOR ALL TEACHING STAFF

8: ESTABLISH GUIDELINES FOR BUDGETARY SUPPORT FOR ASSISTIVE TECHNOLOGY

18: PREP TIME

20: COMMON VISION

24: ALLOCATE MONEY

39: ASSISTIVE TECHNOLOGY STANDARDS

46: FUNDING

49: ALLOT SUFFICIENT TIME FOR ASSISTIVE TECH

56: DETERMINE TECHNICAL RESPONSIBILITIES

57: INCREASE ACCESS TO LAPTOPS

59: MITS CONSULTANTS HELP

60: ALLOCATE MONEY DIFFERENTLY

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Cluster 7: ADMIN INVOLVEMENT

- 9: PRESENT TO SCHOOL BOARDS
- 22: CURRICULUM DIRECTORS
- 31: EDUCATE THE ADMINISTRATION
- 33: PROPOSE A PLAN
- 41: ESTABLISH ASSISTIVE TECH OR UDL FOR ADMINISTRATORS AS A PORTION OF OUR REGIONAL PROFESSIONAL DEVELOPMENT
- 48: EDUCATE GENERAL EDUCATION ADMINISTRATORS ON ASSISTIVE TECHNOLOGY
- 52: DEVELOP UDL BEST PRACTICE INITIATIVES FOR PRINCIPALS/ADMINISTRATORS

Cluster 8: NEW LOOK FOR AT

- 5: STOP MAKING ASSISTIVE TECHNOLOGY SO 'SPECIAL'
- 10: NAME CHANGE- HORSE OF A DIFFERENT COLOR
- 15: WOW FACTOR- WHAT THAT CAN LOOK LIKE

Cluster 9: IEP

- 11: IMPLEMENT IEP PROCESS CHANGE
- 12: HIRE IEP FACILITATORS

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Cluster 10: PD

- 3: PROFESSIONAL DEVELOPMENT AND ONGOING SUPPORT
- 14: UDL-A.T. MENTORS (SITE VISITS)
- 17: SLOW AND STEADY CONCEPT BUILDING-PARADIGM SHIFT
- 23: PROFESSIONAL DEVELOPMENT
- 25: HOME COMPUTER AND HOME WORK WORKSHOPS
- 26: SHOW AND TELL (7 MINUTES TO SUCCESS)
- 37: PROFESSIONAL DEVELOPMENT AND EDUCATION
- 40: FREQUENT BUT SHORT TRAININGS ON ASSISTIVE TECHNOLOGY
- 43: DEVELOP A DATABASE OF ONLINE/DIGITAL PD THAT'S ALREADY AVAILABLE
- 44: PROFESSIONAL DEVELOPMENT
- 51: BEST PRACTICE-PD ALERTS
- 54: ATTEND STATE FUNDED SUMMER CAMP
- 58: ALLOW PROFESSIONAL DEVELOPMENT SITE VISITS
- 62: DIFFERENTIATE ASSISTIVE TECH TRAININGS

Cluster 11: TEAMS

- 21: HAVING MORE DIRECTION AS TO WHO SHOULD BE ON ASSISTIVE TECH TEAMS
- 34: TEAM IMPLEMENTATION
- 35: IMPROVE COMMUNICATION/COLLABORATION
- 55: LAUNCH COHORTS FOR UDL/AT
- 65: EACH LOCAL DISTRICT NEEDS TO ESTABLISH THEIR OWN ASSISTIVE TECH TEAM